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ABSTRACT

Florida Community College at Jacksonville's (FCCJ's) "A Learning Enhancement and Retention Tracking" (ALERT) system is a computerized retention program which collects and utilizes a range of retention-related information to help students achieve their goals. Upon application for admission, students complete an ALERT Advising and Retention Information (ARI) sheet, which collects data on goals, employment plans, enrollment intent, and learning preferences. ARI data is used with the student record and test scores to generate an ALERT orientation profile that counselors can use to advise students on course selection and recommend intervention activities. Faculty are provided with a student profile for each course, listing enrollees, their goals, employment, and program of study. By the fifth week of classes, faculty are required to complete progress report scansheets for each student evaluating academic progress. Scansheet data are used to generate reports summarizing students' initial academic progress, and are presented to students directing them to recommended intervention resources. Specific ALERT intervention strategies include learning labs for students with academic skills deficiencies, study skills instruction, education/career planning, and withdrawal intervention. The handbook includes a copy of the ARI questionnaire, sample orientation profiles and student profiles, copies of the student progress report scansheet and a sample student report, a calender of ALERT activities during the 1990 pilot project, a list of retention and intervention strategies, and a list of faculty who participated in the pilot project. (PAA)

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ALERT

Student Retention Tracking System

ALERT FACULTY HANDBOOK 1990 - 91

Gary Lynn Harr, Ph.D.
Counselor
Florida Community College at Jacksonville

BEST COPY AVAILABLE

The College is preparing to undertake a major new student retention initiative. It is a program that I have supported from its initial formulation and one in which many of you participated during its development and refinement. It is an effort that we must all support as we work toward our common goal of student success.

ALERT stands for **A** Learning **E**nhancement and **R**etention **T**racking system. It is a computerized system aimed at using information to help students achieve their goals. ALERT collects a great range of retention-related information that was previously unavailable and provides this information in a convenient useful form to students themselves, as well as to you, their professors and counselors.

ALERT is the result of over a year's intensive effort by a wide range of College faculty, administrators, and other staff. It was piloted by close to 50 full-time faculty with almost 2000 students during the Winter 1990 term. Each component has been tested, evaluated, and revised to better serve the needs of students and those who serve students.

This handbook will provide you with an overview of all of the primary components of ALERT and detailed explanations of those elements that will be of most interest to you as a faculty member.

Although most of the system provides a service to faculty that they may utilize as they see fit to assist students, one component, (the Student Progress Report), is an evaluation requirement that will be completed by all college credit faculty for each of their students. Please carefully read the section on "Student Progress Report: Step-by-Step" in order to prepare yourself for this requirement.

Also, please feel free to use the resource people listed in the last section of this handbook. They have some experience with the system and should be able to help you with any questions or concerns that may arise.

I will carefully monitor the implementation of ALERT and strongly encourage you to do your part to ensure its (and our students') success. I know I can count on your continued efforts to support student success.

Charles C. Spence
President

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OVERVIEW

What is ALERT?
How will Students Benefit?
How will Faculty Benefit?
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WHAT IS ALERT?

ALERT was originally conceived as part of a Title III grant proposal that the College put together. Although this grant was not funded, President Spence recognized the potential value of this portion of the grant proposal and supported its funding through the College's strategic planning process.

The ALERT Student Retention Tracking System is a College program designed to:

* Collect retention-related information from students;
* Provide this information to faculty, counselors, and other authorized staff who can help students achieve their goals;
* Provide more feedback to students on their academic progress;
* Identify students needing assistance as early in the term as possible;
* Encourage students to use the wide variety of College resources available to them;
* Expand the kind of data available on students' academic progress in order to provide support at the point where it is most effective;
* Evaluate the data made available on student progress and suggest ways to assist students in becoming more successful;
* Computerize the process, as appropriate, to facilitate efficiency, ease of use, and access to information.

HOW STUDENTS WILL BENEFIT FROM ALERT

As a result of the implementation of ALERT, students should receive:

* More individualized assistance from faculty and counselors, focused upon the students' goals and concerns;
* More effective advising, taking into consideration their career goals, educational goals, self-estimated academic preparation, study skills, and other retention factors;
* Increased opportunity to provide information on their academic needs and preferences to faculty;
* Formal faculty feedback on their academic standing early in the term (through the fifth week of class);
* More information on the many College resources available to them to assist with academic skills, career planning, study skills, counseling concerns, etc.

HOW FACULTY WILL BENEFIT

* Faculty will receive more retention-related (e.g., goals, employment, enrollment) information of their students on the Student Profile.

* The Student Progress Report will provide an easy to use mechanism for supplying formal feedback to students.

* Students needing assistance will be identified early in the term, in time for effective intervention.

* The Student Progress Report requires a minimum of faculty time; estimated by pilot faculty as one hour per term.

* More emphasis will be put on the development and coordination of effective academic intervention resources.

* Only academic progress ratings are required on the Student Progress Report. Attendance, classroom performance, and referrals are available as options for faculty feedback to students.

* Students needing study skills will be identified at entry and advised to take a study skills course, better preparing them for other coursework.

* Faculty will have online access to a Retention Transcript for their students (Spring, 1991).

* Learning style printouts for students and class profiles are planned for next year (pilot in Spring, 1991).

* Students who have not attended by the fifth week will be removed from the class rolls.

* A program of Supplemental Instruction is being expanded to provide instructional assistance outside of the classroom.

ALERT RETENTION SEQUENCE

ADMISSION

1. Student completes FCCJ admissions application, including the ALERT ADVISING and RETENTION INFORMATION (ARI) sheet.

ORIENTATION

2. Based upon data from the ARI, the student record, and test scores, an ALERT ORIENTATION PROFILE is generated for counselors. It is used to advise students into appropriate classes and intervention activities.

IN THE CLASSROOM

3. Faculty are provided with a STUDENT PROFILE printout which provides retention-related data for their use (e.g., student goal, employment hours, program of study).

4. Retention-based INSTRUCTIONAL STRATEGIES are utilized by faculty to enhance student success (e.g., supplemental instruction).

5. Faculty may opt to ask students to complete the STUDENT SURVEY to assess the students' perception of their own progress in the class.

6. All college credit faculty complete STUDENT PROGRESS REPORT scansheets (evaluating academic progress, and optionally, other elements of classroom performance and referral suggestions). These are scanned into the College mainframe computer and generate STUDENT PROGRESS REPORTS. These reports summarize students' initial academic progress and direct them to appropriate intervention resources. A PROGRESS REPORT SUMMARY is generated for use by faculty and other intervention agents. ***

INTERVENTION

7. A RETENTION TRANSCRIPT summarizes retention-related data for each student and also provides a mechanism for update.

8. LEARNING LABS provide intervention related to academic skills deficiencies.

9. FACULTY INTERVENTION handles attendance problems, clarifies the purpose of referrals, encourages intervention participation, and establishes mentoring relationships.

10. STUDY SKILLS INSTRUCTION is provided by the student affairs staff.

11. EDUCATIONAL/CAREER PLANNING interventions are delivered by student affairs staff.

12. WITHDRAWAL INTERVENTION by counselors will help resolve some students' concerns, allowing them to successfully complete the term or to return the next term.

*** The academic progress rating for each student listed on the Student Progress Report scansheet is **the only ALERT element required of all faculty.**

ADMINISTRATIVE FUNCTIONS

13. MONITORING of student progress will be an ongoing process, including the updating of student goals, employment status, and academic progress.

14. MANAGEMENT REPORTS will summarize retention tracking data, intervention-related data, and evaluative data.

15. STAFF DEVELOPMENT will be encouraged to ensure smooth implementation, optimal utilization, enhanced intervention skills of staff, etc.

ALERT IN PERSPECTIVE

WEEK	FACULTY RECEIVE	REQUIRED ACTION	RECOMMENDED ACTION
2	Student Profile	**NONE**	Identify high risk students Encourage early intervention Contact non-attendees (tel.#) Discuss learning options Discuss educational goals
4-5	Student Survey	**NONE**	Ask students to complete Use in completing SPR Use in instructional planning
4-5	Student Progress Report (SPR) Scansheet	**Complete & return for all classes**	
6	SPR Summary	**NONE**	Follow-up with students Encourage participation in intervention Use to collaborate with intervention agents

PRIMARY ELEMENTS OF ALERT

Advising and Retention Information Sheet
Orientation Profile
Student Profile
Student Survey
Student Progress Report
Intervention Resources

ALERT ADVISING AND RETENTION INFORMATION SHEET

WHAT IS IT?

The ADVISING AND RETENTION INFORMATION sheet will be used to collect retention-related data from students which will allow for early identification of, and intervention with, high-risk students. It provides supplemental information regarding students' goals, employment plans, enrollment intent, learning preferences, concerns about college and previous academic performance.

HOW WILL IT BE IMPLEMENTED?

Students will complete the ADVISING AND RETENTION INFORMATION sheet as part of their FCCJ application. Their admissions file will not be complete without it.

HOW WILL IT BE USED?

The ADVISING AND RETENTION INFORMATION sheet will be the primary source of information for the ALERT Orientation Profile which is an advising instrument that will be used at entry advising to provide retention recommendations to students. It also contributes retention related data to the Student Profile and other ALERT reports.

Term 992-

SECTION G.
ADVISING AND RETENTION INFORMATION

ALERT
Student Retention Tracking System

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

NAME:

INSTRUCTIONS:
The staff of FCCJ is very interested in helping you achieve your educational goals. In order to do this, we need the information requested on this form. The information will be treated confidentially and your responses will be used only for advising or instructional purposes. Carefully read the items below and answer each item in a candid and thoughtful manner. YOUR ADMISSIONS FILE WILL NOT BE COMPLETE WITHOUT THIS COMPLETED FORM.

[illegible] information in [illegible]

[illegible] darken the [illegible] below

USE NO. 2 PENCIL ONLY

INCORRECT MARKS: ⊘ ⊗ ⊙ ◒

CORRECT MARK: ●

SOCIAL SECURITY NO.

		–		–				
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

EMPLOYMENT PLANS

Darken in the bubble for the appropriate response.

While attending classes I plan to work:
- ○ Not at all
- ○ 1 - 20 hours per week
- ○ 21 - 39 hours per week
- ○ 40 hours per week
- ○ More than 40 hours per week

HIGH SCHOOL PREPARATION

Darken in the bubble for the appropriate response.

My overall high school grade point average was:
- ○ 3.50 - 4.00 (A and B grades)
- ○ 3.00 - 3.49 (mostly B grades)
- ○ 2.50 - 2.99 (B and C grades)
- ○ 2.00 - 2.49 (mostly C grades)
- ○ Below 2.00 (C and lower grades)
- ○ Cannot recall

I feel that my prior education has (select one):
- ○ Prepared me well for college
- ○ Prepared me adequately for college
- ○ Prepared me less than adequately for college

I have been out of school for:
- ○ Less than one year
- ○ 1 - 3 years
- ○ 4 - 7 years
- ○ 8 or more years

ENROLLMENT INTENT

Darken in the bubble for the appropriate response.

At this time, I plan to (select one):
- ○ Enroll for only this term
- ○ Enroll at least this term and next term
- ○ Enroll continuously until I achieve my goal

STUDENT GOALS

There are 19 student goals listed below.

In the first column (marked **AP** for apply) darken the bubble of **any** goal that applies to you. You may mark as many goals as you like in the **AP** column.

In the second column (marked **IMP** for important) darken in the bubbles for **three (3)** of these 19 goals that you consider to be most important to you at this time. Mark no more than three goals in the **IMP** column.

	AP	IMP
ACADEMIC GOALS		
To increase my knowledge and understanding	○	○
To obtain a certificate or degree	○	○
To complete courses in order to transfer	○	○
CAREER PREPARATION GOALS		
To decide on a career goal	○	○
To develop a plan to achieve my career goal	○	○
To complete the courses required by my career plan	○	○
JOB IMPROVEMENT GOALS		
To develop or improve skills required by my job	○	○
To help me obtain a raise or a promotion	○	○
SOCIAL/CULTURAL PARTICIPATION GOALS		
To be actively involved in campus student activities	○	○
To participate in cultural or social events	○	○
To meet other people	○	○
To interact with others who want to learn	○	○
PERSONAL DEVELOPMENT GOALS		
To increase my sense of being competent and skilled	○	○
To feel more comfortable with my emotions	○	○
To become more independent and self-reliant	○	○
To achieve a clearer sense of who I am	○	○
To get along better with other people	○	○
To discover a clearer purpose and direction in my life	○	○
To examine and clarify my values and priorities	○	○

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LEARNING STYLE

Please read each item below and select which **ONE** of the two options presented best describes your natural learning preference. Then rate whether your choice is simply a **PREFERENCE** or whether your choice is a **STRONG PREFERENCE** by darkening the appropriate bubble following that option. Use the following rating scale:

① = **PREFERENCE**

② = **STRONG PREFERENCE**

Do **NOT** mark a rating for the option you did not choose; each question should have only **ONE** option with a rating.

	CHOOSE ONE	
To select a topic for a paper, do you start by		
thinking about general ideas of interest	①	②
or		
choosing something in your everyday life	①	②
Once you have a topic for a paper, do you		
think about and reflect upon it for a while	①	②
or		
want to get started as quickly as possible	①	②
In class lectures, are you mostly interested in		
specific facts and examples from daily life	①	②
or		
the ideas and theories involved	①	②
Given a class assignment, do you prefer to		
take time to think about how to do it	①	②
or		
dig in immediately and just do it	①	②
Do you typically learn better by		
trying things out and experimenting	①	②
or		
trying to understand the ideas involved	①	②
Is it more typical for you to		
think on things for awhile before you act	①	②
or		
act, then think about what you have done	①	②
When listening to a story, do you prefer		
a step-by-step account of who did what	①	②
or		
a general description of events	①	②

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LEARNING STYLE (cont.)

① = **PREFERENCE** ② = **STRONG PREFERENCE**

	CHOOSE ONE	
To make a decision, are you most guided by		
your feelings and personal experiences	①	②
or		
a logical analysis of the situation	①	②
Do you best learn how to do something by		
observing others who already know how	①	②
or		
jumping in and giving it a try yourself	①	②
Are you more likely to be interested in		
someone's experience related to a subject	①	②
or		
someone's ideas about a subject	①	②

SUPPLEMENTAL INFORMATION

Please indicate your level of agreement with each and every item below by darkening the bubble in the appropriate column.

	AGREE	DISAGREE
I'm sure why I'm in college.	○	○
I'm as academically prepared as I'd like to be.	○	○
Making the highest grade possible is important to me.	○	○
I'd like to talk with instructors outside of class.	○	○
I need to be more disciplined in my study habits.	○	○
I have other commitments that limit my study time.	○	○
My father or mother graduated from college.	○	○
I expect to have teachers who are interested in me.	○	○
I may need some academic or advising assistance.	○	○
I often have trouble concentrating on my school work.	○	○
Transportation to campus may be a problem for me.	○	○
I have friends or family also attending FCCJ.	○	○
My finances are adequate to pay college expenses.	○	○

	AGREE	DISAGREE
I enjoy reading books and discussing new ideas.	○	○
I like to consider new and different points of view.	○	○
I want to be involved in campus activities.	○	○
Doing well in school is very important to me.	○	○
My family and/or friends support my college goals.	○	○
I often get anxious about studying for or taking tests.	○	○
I've had brothers or sisters who attended college.	○	○
I'm nervous about returning to school.	○	○
Childcare may be a problem for me.	○	○
I have an emotional, physical, or learning disability.	○	○
I usually achieve those things that I set out to do.	○	○
I have difficulty motivating myself to study.	○	○
I have difficulty remembering course content.	○	○
I want to get to know other students.	○	○
My note-taking skills need improvement.	○	○
FCCJ seems like a friendly and helpful place.	○	○
My education is my top priority.	○	○

ALERT ORIENTATION PROFILE

WHAT IS IT?

The ALERT Orientation Profile is a report for students and counselors to be used at entry advising. The profile is based on students' responses on the Advising and Retention Information sheet. The profile will include recommendations regarding enrollment limit, study skills instruction, career planning, and academic assistance, and will also provide supplemental information, such as student goals, academic preparation, etc.

HOW WILL IT BE IMPLEMENTED?

The Orientation Prfile is scheduled to be pilot tested during the Winter term (912) orientation with full implementation schedulted for Cross term (913) orientation.

HOW WILL IT BE USED?

The Orientation Profile will be used by counselors and advisors at entry advising to advise students into appropriate classes and intervention activities (e.g. SLS classes, Learning Labs, Disabled Student Services, etc.). Along with the profile, students will receive a fact sheet on the available College resources to assist them in following through on the recommendations.

ALERT ORIENTATION PROFILE

NAME:_____ SSN:_____

GOALS

Educational Goal: A.S. Degree
Enrollment Intent: At least this term and next term
Top 3 Student Goals: To obtain a certificate or degree
To help me obtain a raise or promotion
To interact with others who want to learn

COURSELOAD INDICATORS

Employment: 21-39 hrs. Yrs. out of high school: 4-7
High School GPA: 2.50-2.99 Acad. Prep.: less than adequate
RECOMMENDED ENROLLMENT LIMIT: 12 credits

RECOMMENDATIONS

1. **Study Skills Instruction is strongly recommended because you have indicated:**
   - Need discipline in study habits
   - Trouble concentrating on school work
   - Test anxiety
   - Anxiety about returning to school
   - Other commitments that may limit study time
   - Notetaking skills need improvement
   - Difficulty motivating yourself to study
   - Difficulty remembering course content

   Your recommendation options are:
   - Enroll in SLS 1101 A-C: Dynamics of Student Success
   - Sign up for Study Skills instruction in the Office of Student Affairs

2. **Career Planning is recommended because you have indicated:**
   - No clear career choice
   - Not sure how college will benefit you

   Your recommendation options are:
   - Enroll in SLS 1301 Career Planning
   - Sign up for Career Planning workshops in the Office of Student Affairs

3. **Academic Assistance is suggested because you have indicated:**
   - 2.00-2.49 high school G.P.A.
   - Out of high school for 8 or more years
   - High school education prepared you less than adequately
   - Anxiety about returning to school

   Your recommendation options are:
   - If you have difficulty with course content in any of your classes talk with your professor about ways to help you improve
   - Tutorial assistance is available for Communications, Mathematics and Science in the Learning Labs located in the Learning Assistance Centers (LAC)

Refer to the ALERT Resource Fact sheet for information on assistance regarding your concerns about: Transportation, Finances, Childcare, Disability, and Academic or advising assistance.

ALERT STUDENT PROFILE

WHAT IS IT?

The ALERT Student Profile provides pertinent information for each student in your class. It will be produced for each of your classes.

HOW WILL IT BE IMPLEMENTED?

The ALERT Student Profile is compiled from student records and from the ADVISING AND RETENTION INFORMATION sheet which students will complete with their FCCJ applications. The Student Profile will be distributed with your temporary class rolls. Information on students who may be added to your class after the temporary class roll is run can be found in the online ALERT records (under development).

HOW WILL IT BE USED?

The ALERT Student Profile provides retention-related data (such as educational goal, college preparatory status, and employment hours) for use in your classroom retention efforts. It can be used as the basis of student conferences, particularly with students who you may deem to be in a high risk category. Of course, it would not be fair to "prejudge" students based upon this information—this could lead to reduced expectations and a self-fulfilling prophecy of less than adequate performance. Nonetheless, such information, when combined with your direct and unbiased experience of student performance, can provide you with a fuller picture of your students, giving you clues to explore further as you work with them.

It is also possible to use information such as student goals and program of study to provide students with an opportunity to select assignments relevant to these factors. Students' telephone numbers are provided if you wish to directly contact your students (for example, if they have not been attending class).

ALERT Student Retention Tracking System

STUDENT PROFILE

CAMPUS XXXXXX INSTRUCTOR XXXXXXXXXXXXXXX, X. COURSE XXX XXXX CLASS XXX XXXX XXX

TOTAL # STUDENTS XXX

LAST NAME, F.	SSN	TOE	CURRENT ATTEMPT	RFI	ACAD STAT	ENRL	EMPL	ED. GOAL	PROG	PHONE
Adams, Robert	123-44-5678	881		C	SAT	12	20	AA	108	766-4961
Brown, Cindy	201-24-6789	901	2	R	UND	06	06	Job skills	201	246-0908
Camps, Steve	145-67-4321	892	3	E	PROB	15	00	Transfer pre	108	387-4125
Carter, Jean	098-76-5432	902			UND	15	00	AA	108	292-1011
College, Joe	222-13-9089	891		M	SAT	12	15	AS	211	737-1234
Doe, John	213-45-6789	882	2	C	SAT	06	40	AS	212	908-5646
Evers, Talia	104-56-2345	901		C	UND	09	20	AA	108	321-0987
Frank, Steve	201-13-6543	881	2	R	WARN	12	40	AS	214	872-9092
Gavin, Janet	119-66-0879	891		C	SAT	15	00	Transfer pre	272	994-8246
Martin, Joe	324-34-1221	901	2	C	UND	06	40	Job Skills	248	373-2219
Myers, Gary	156-54-1256	902			UND	09	20	AA	108	779-8765
Smith, Suzy	213-87-3145	891		C	PROB	12	40	AA	108	292-1256
Smith, Tom	123-45-6789	882	2	C	SAT	18	00	AS	234	345-6789
Stevens, Ann	478-35-6690	871		R	SAT	15	20	AS	296	221-0901
Thomas, Greg	221-44-5961	891	2	R	SAT	09	32	AA	108	398-7021
Tiegs, Lori	234-75-1208	901		C	SAT	09	40	Job Skills	205	387-2187
Ullman, Lee	267-78-0876	892		M	UND	06	40	Job Skills	216	298-7045
Victor, Amy	345-78-1256	881	2	C	SAT	15	00	AA	108	765-1267

STUDENT PROFILE ABBREVIATIONS KEY

1. **STUDENT NAME** - Name of student
2. **SSN** - Student's Social Security Number
3. **TOE** - Term of Entry
4. **CURRENT ATTEMPT** - Number of times this course has been attempted including this time.
   No Entry = this is the first attempt
   2 = this is the second attempt
   3 = this is the third attempt
5. **RFI** - Risk Factor Indicator (can include any combination of the following letter codes)
   C = Student placed into college level in all subjects
   R = Student placed into college preparatory Reading
   E = Student placed into college preparatory English
   M = Student placed into college preparatory Mathematics
   No Entry = No test scores for student are on file
6. **ACAD STAT** - Academic Status
   UND = Undetermined (less than 12 hours)
   SAT = Satisfactory
   WARN = Academic Warning
   PROB = Probation
   REIN = Reinstatement
   N/A = Does Not Apply (enrolled before Fall 1990/not receiving student aid)
7. **ENROLLED** - Number of hours in which student is enrolled for the current term.
8. **EMPLOYED** - Number of hours student is employed during the current term.
9. **ED. GOAL** - Student's educational goal
10. **PROG** - Student's Program of Study (see reverse side for explanation of codes)
11. **PHONE** - Student's telephone number

PROGRAM OF STUDY CODES

ASSOCIATE IN SCIENCE

248	A/C, Refrig & Heating Sys Tech	233	Dental Hygiene	289	Interior Design Technology
201	Accounting Technology	260	Dietetic Technician	299	Legal Assistant
287	Airways Science (UNF)	206	Drafting & Design Technology	250	Marketing Management
202	Arch Design & Construction Tech	274	Electronics Engineering Tech (Robotics)	220	Medical Laboratory Technology
253	Aviation Administration	251	Emerg Med Services (EMS)Tech	227	Nursing (Assoc. Degree) R.N.
271	Biomedical Equip Engineer Tech	243	Fashion Marketing Management (Promotion)	261	Nursing (Assoc. Degree) R.N. (Bridge Opt Licensd Pract Nurs)
234	Building Construction Tech	242	Fashion Marketing Management (Store Management)	283	Nursing (Assoc. Degree) R.N. (UNF)
213	Business Admin and Management	229	Fashion Marketing Management (Merchandising)	297	Office Systems Technology (Shorthand)
203	Child Care Center Management	228	Financial Services (Banking)	296	Office Systems Technology (Information Processing)
204	Civil Engineering Technology	211	Fire Science Technology	298	Postal Service Management
272	Communication Engineering Tech	240	Graphics Arts Technology	232	Radio & TV Broadcast Programming
285	Computer & Information Science (UNF)	214	Hospitality Management	230	Real Estate Management
281	Computer & Information Systems (UNF)	278	Industrial Management Technology (Military)	244	Respiratory Therapy
273	Computer Engineering Tech (Digital)	216	Insurance Management	212	Restaurant Management
205	Computer Programming & Analysis				
279	Criminal Justice Technology (UNF)				
239	Criminal Justice Technology				

TECHNICAL CERTIFICATE PROGRAMS

392	Business Data Processing	391	Office Systems Specialist	393	Paramedic
394	Emergency Medical Tech – EMT				

ASSOCIATE IN ARTS

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NON-DEGREE SEEKING

404	Transfer credit to another college	406	Explore careers in which I have an interest
405	Pursue a personal objective	407	Upgrade my job skills

STUDENT SURVEY

WHAT IS IT?

The STUDENT SURVEY is a survey of students' perceptions about their progress and participation in your class. It is an optional element of ALERT that proved to be quite useful to the faculty who tested it in the pilot implementation. It is for your use only and you are encouraged to try it in order to determine its possible value to you.

HOW WILL IT BE IMPLEMENTED?

You will receive a copy of the STUDENT SURVEY along with each of the Student Progress Report scansheets. If you choose to use the survey, you should have enough copies made so each student in your classes can be provided with one.

You may choose to ask your students to complete the STUDENT SURVEY prior to the time you complete the Student Progress Report Scansheet (about the fourth week of class). The STUDENT SURVEYS can then be used by you to help you complete the Student Progress Report scan sheets and/or to determine if a student/faculty conference may be advisable.

HOW WILL IT BE USED?

The STUDENT SURVEY will be for faculty use only. It will provide you with supplemental information about the students in your class that may be helpful in making referrals for assistance, in completing your Student Progress Report Scansheets, and in instructional planning.

ALERT Student Progress Report
STUDENT SURVEY

(For Faculty Use Only)

Name _____ Date _____

Student # _____ Course _____ Section _____

INTRODUCTION

Within the next week or so your instructor will be completing a progress report on you, providing you with some formal feedback on your academic progress thus far in this course. Your instructor also wants some feedback from you, so that you can be helped in taking full advantage of the learning opportunities and College resources dedicated to your success. Please take a minute and answer the questions below. Please answer as openly and honestly as possible.

PLEASE COMPLETE THE PHRASES BELOW.

1) For me, the MOST beneficial parts of this class are _____

_____

2) For me, the LEAST beneficial parts of this class are _____

_____

3) I might be more successful in this class if I would _____

_____

4) I could use some additional assistance with course content related to _____

_____

5) The pace (speed) of covering content in this class is _____

_____

6) I would like to ask my professor to _____

_____

7) I would like a conference with my professor (circle one). Yes No

8) I am majoring or plan to major in _____

WHAT ELSE COULD BE DONE TO MAKE THIS CLASS A SUCCESSFUL EXPERIENCE FOR YOU?

_____

_____

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STUDENT PROGRESS REPORT

WHAT IS IT?

The STUDENT PROGRESS REPORT scansheet is completed by faculty and generates a Student Progress Report letter that is mailed to students. The STUDENT PROGRESS REPORT provides students with a formal evaluation of their academic progress, and (if you so choose) an evaluation of their attendance, classroom performance, and recommendations for interventions. IT IS THE ONLY REQUIRED ELEMENT OF ALERT.

HOW WILL IT BE IMPLEMENTED?

Please refer to the section on "Student Progress Report: Step-by-Step."

HOW WILL IT BE USED?

Responses marked on the STUDENT PROGRESS REPORT scansheets by you will generate statements to the students about their performance and will provide the students with information about available College resources.

DIRECTIONS FOR USE

Please refer to the section on "Student Progress Report: Step-by-Step."

Student Progress Report

ALERT

Student Progress Report (SPR)

USE NO. 2 PENCIL ONLY

PROPER MARK: ●

IMPROPER MARKS ⊘ ⊗ ◐

DEPT	COURSE	SEC	TITLE	INSTRUCTOR	TERM
				CENTER/CAMPUS	DATE DUE

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

ALERT
Student Retention Tracking System

RESPONSE LEGEND

Mandatory

Academic Progress
- **S** - Satisfactory
- **I** - Improvement Needed

Optional

Attendance
- **S** - Satisfactory
- **I** - Improvement Needed
- **W** - No Show (Admin. Withdrawal)

Classroom Performance
- **S** - Satisfactory
- **I** - Improvement Needed

- **1** - Assignments
- **2** - Test Grades
- **3** - Participation
- **4** - Attention
- **5** - Attitude
- **6** - Clinical/Lab

Referrals
- **7** - Communications Lab
- **8** - Mathematics Lab
- **9** - Science Lab
- **10** - Study Skills Instruction
- **11** - Advising/Counseling
- **12** - Career Planning
- **13** - See your professor
- **14** -
- **15** -

	STUDENT NAME	SOCIAL SEC. NO.	ACAD PROG	ATTEND	CLASSROOM PERFORMANCE 1 2 3 4 5 6	REFERRALS
1			S I	S I W	S I	7 8 9 10 11 12 13
2			S I	S I W	S I	7 8 9 10 11 12 13
3			S I	S I W	S I	7 8 9 10 11 12 13
4			S I	S I W	S I	7 8 9 10 11 12 13
5			S I	S I W	S I	7 8 9 10 11 12 13
6			S I	S I W	S I	7 8 9 10 11 12 13
7			S I	S I W	S I	7 8 9 10 11 12 13
8			S I	S I W	S I	7 8 9 10 11 12 13
9			S I	S I W	S I	7 8 9 10 11 12 13
10			S I	S I W	S I	7 8 9 10 11 12 13
11			S I	S I W	S I	7 8 9 10 11 12 13
12			S I	S I W	S I	7 8 9 10 11 12 13
13			S I	S I W	S I	7 8 9 10 11 12 13
14			S I	S I W	S I	7 8 9 10 11 12 13
15			S I	S I W	S I	7 8 9 10 11 12 13
16			S I	S I W	S I	7 8 9 10 11 12 13
17			S I	S I W	S I	7 8 9 10 11 12 13
18			S I	S I W	S I	7 8 9 10 11 12 13
19			S I	S I W	S I	7 8 9 10 11 12 13
20			S I	S I W	S I	7 8 9 10 11 12 13
21			S I	S I W	S I	7 8 9 10 11 12 13
22			S I	S I W	S I	7 8 9 10 11 12 13
23			S I	S I W	S I	7 8 9 10 11 12 13
24			S I	S I W	S I	7 8 9 10 11 12 13
25			S I	S I W	S I	7 8 9 10 11 12 13
26			S I	S I W	S I	7 8 9 10 11 12 13
27			S I	S I W	S I	7 8 9 10 11 12 13
28			S I	S I W	S I	7 8 9 10 11 12 13
29			S I	S I W	S I	7 8 9 10 11 12 13
30			S I	S I W	S I	7 8 9 10 11 12 13
31			S I	S I W	S I	7 8 9 10 11 12
32			S I	S I W	S I	7 8 9 10 11
33			S I	S I W	S I	7 8 9 10 11
34			S I	S I W	S I	7 8 9 10 11
35			S I	S I W	S I	7 8 9 10 11
36			S I	S I W	S I	7 8 9 10 11
37			S I	S I W	S I	7 8 9 10 11
38			S I	S I W	S I	7 8 9 10 11
39			S I	S I W	S I	7 8 9 10 11

Mark Reflex by NCS [illegible] Printed in U.S.A.

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Alert Student Progress Report - Fall Term 1990

Dear Ms. Jones,

It's good to have you back at FCCJ. We are pleased that you are continuing your college education. This STUDENT PROGRESS REPORT is meant to tell you how you are progressing. You will receive this report during the Fall, Winter and Cross terms.

KEY: SATIS=Satisfactory IMPROVE=Needs Improvement NO EVAL=Faculty did not evaluate you (see your professor for an explanation)

COURSE	CGS 1060	DEP 2004	HUM 2236	PHY 2049C	ENC 1101	FRE 1101	XXXXXXXXX
ACADEMIC PROGRESS	SATIS	IMPROVE	SATIS	NO EVAL	IMPROVE	IMPROVE	
ATTENDANCE	SATIS	IMPROVE	SATIS		IMPROVE	SATIS	
CLASS PERFORMANCE	SATIS Attention Test Grades Attitude IMPROVE Participation Clinical/Lab Assignments	IMPROVE Attention Assignments Attitude	SATIS Participation		IMPROVE Test Grades Attention Assignments	IMPROVE Test Grades Attention Assignments	
FACULTY REFERRALS	None	See Professor Communica Lab Math Lab Science Lab Study Skills Adv/Counseling Career Planning	None		Study Skills Communica Lab	See Professor Study Skills	

RECOMMENDATIONS FOR Ms. Jones:

1. Your academic work needs improvement in DEP 2004, ENC 1101 and FRE 1101. Contact your professor(s).

2. Your attendance needs improvement in DEP 2004 and ENC 1101. Contact your professor(s).

3. Your classroom performance needs improvement in CGS 1060, DEP 2004, ENC 1101 and FRE 1101. Poor classroom performance adversely affects your grade. Make an appointment with your professor(s) to discuss ways to improve.

4. Study Skills instruction and/or Career Planning have been recommended in DEP 2004, ENC 1101, and FRE 1101. The Office of Student Affairs has staff and resources to assist you. Please see the reverse side of this report for specific information on services available.

5. Adv/Counseling has been recommended in DEP 2004. Make an appointment with a Counselor in the Office of Student Affairs. Please see the reverse side of this report for specific information about this office.

6. You were referred to a Learning Lab in DEP 2004 and ENC 1101. You should discuss with your professor(s), ways in which the Learning Lab can assist you. Please see the reverse side of this report for specific information about the appropriate Learning Lab in the Learning Assistance Center on your campus.

7. Make an appointment with your professor(s) in DEP 2004 and FRE 1101.

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Best Wishes for a successful term,

*** IMPORTANT INFORMATION ON REVERSE SIDE ***

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

North Campus Dean of Student Affairs

ACADEMIC STATUS: FCCJ has Standards of Student Success that define satisfactory academic progress which apply to students enrolled during or after the Fall term of 1990 (or who are receiving student aid). More specific information about the standards can be found in the FCCJ catalog or through the Office of Student Affairs.

CATEGORY	# HRS. COMPLETED	# HRS. ATTEMPTED	% HRS. COMPLETED	G.P.A.
Satisfactory	30	35	85 %	2.95

LEARNING ASSISTANCE CENTERS (LAC): Communications Lab
Mathematics lab
Science Lab

	ROOM	PHONE	HOURS	
KENT CAMPUS LAC:	C-103	387-8222	Mon-Thurs	7:30 am - 10:00 pm
			Friday	7:30 am - 5:00 pm
			Saturday	9:00 am - 1:00 pm
DOWNTOWN CAMPUS LAC:	A-2155	633-8368	Mon-Thurs	8:00 am - 8:00 pm
			Friday	8:00 am - 12:00 pm
NORTH CAMPUS LAC:	D-221	766-6719	Mon-Thurs	7:30 am - 7:00 pm
			Friday	7:30 am - 1:30 pm
			Saturday	10:00 am - 3:00 pm
SOUTH CAMPUS LAC:	G-200	646-2173	Mon-Thurs	7:30 am - 10:00 pm
			Friday	7:00 am - 5:00 pm
			Sunday	2:00 pm - 5:00 pm

OFFICE OF STUDENT AFFAIRS: Adv/Counseling
Career Planning
Study Skills

	ROOM	PHONE	HOURS	
KENT CAMPUS	B-100	387-8311	Mon.-Fri.	8:00 am - 6:30 pm
DOWNTOWN CAMPUS	A-1100	633-8212	Mon.-Fri.	8:00 am - 6:30 pm
NORTH CAMPUS	E-124	766-6761	Mon.-Fri.	8:00 am - 6:30 pm
SOUTH CAMPUS	U-113	646-2424	Mon.-Fri.	8:00 am - 6:30 pm

If you have any questions about your Student Progress Report, contact a counselor at the campus most convenient to you.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Soc. Sec. No. xxx-xx-xxxx
FCCJ Std. No. xxx-xxxx

STUDENT PROGRESS REPORT SUMMARY

WHAT IS IT?

The STUDENT PROGRESS REPORT SUMMARY is a summary of your responses on the Student Progress Report scan sheets. The progress ratings of your students are listed as well as any attendance ratings, comments on classroom performance and referrals for assistance.

HOW WILL IT BE IMPLEMENTED?

The STUDENT PROGRESS REPORT SUMMARY will be distributed to you the week after you complete the Student Progress Report scansheet. Normally, this will be during the sixth week of class.

HOW WILL IT BE USED?

The STUDENT PROGRESS REPORT SUMMARY will provide you with a record of the responses you marked on the Student Progress Report scansheets for each student in your class. You can use this to follow-up with students to encourage their participation in appropriate intervention activities and to document your evaluation of students' progress through the fifth week of class.

ALERT
STUDENT PROGRESS REPORT SUMMARY

Fall 1990

Faculty: Name **Date:**

Course: XXX XXXX
Class: XXX XXXX XXX

Student Name	SSN	Ratings Prog.	Attend.	Class Performance Satis.	Improve	Referrals
Bailey, Bill	123-45-6789	I	S		Assignments Test Grades Participat. Attitude	Comm. Lab Study Skills Career Plan. See Prof.
College, Joe	012-42-8765	I	I		Test Grades Attention Attitude	Math. Lab Study Skills
Doe, John	246-81-2230	S	S	Test Grades Participat.		
Jane, Mary	098-76-5432	I	W			
Myers, Greg	234-56-7890	I	S		Test Grades	See Prof.
Smith, Susan	345-76-0987	I	S		Assignments Participat.	Comm. Lab Adv/Counsel
Stevens, Kim	901-12-8754	S	S	Attitude Attention		
Tracy, Rich	246-82-4682	S	I			See Prof.
Williams, Kay	135-79-1357	I	I		Attitude	See Prof. Adv/Counsel

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INTERVENTION RESOURCES

These intervention resources are open to all students. Through ALERT, professors may refer students or recommend to students that they take advantage of the resources and College services available to them.

STUDENT AFFAIRS CLASSES

SLS 1101 Dynamics of Student Success:
This course is designed to assist students to adapt and cope with their entry into college. Included in the course are an overview and discussion of the institution, personnel, regulations, resources, academic motivation, and a wide variety of effective study skills. Particular topics emphasized are shown by the suffix letter to the SLS designation: SLSA 1101, Resources; SLSB 1101, Academic Strategies; SLSC 1101, Motivation. These courses are scheduled to allow students to sign up for one block consisting of all three courses.

Sample topics include:

How to Study:	Time Management
	Improving Memory
	Reading
	Note-taking
Test-taking:	Techniques for taking tests
	Anxiety Reduction
Communication:	Understanding your Professor
Resources:	Campus
	Community
Creativity:	Problem Solving
	Critical Thinking

SLS 1301 Career Planning:
This course assumes that career choice is a continuous process involving the understanding of self and one's environment. Using self-assessment instruments as well as group discussions, the student utilizes decision making techniques to select a tentative career path which is compatible with the student's individual interests, skills, values, and attitudes. One contact hour. More information may be obtained from the campus dean of student affairs.

LEARNING ASSISTANCE CENTERS

The Learning Assistance Centers (LAC) provide fully staffed Learning Labs for individualized instruction for students on a drop-in basis. In the Learning Labs, students may pursue self-paced instruction through a variety of learning aids and may receive assistance from tutors in a number of subjects. Tutors are available in addition to special study programs on microcomputers. Learning Labs located in the LAC's include: Communications Lab, Mathematics Lab, Science Lab.

Locations:	Room	Phone
Kent Campus	C-103	387-8222
Downtown Campus	A-2155	633-8368
North Campus	D-221	766-6719
South Campus	G-200	646-2173

ALERT Student Progress Report: Step by Step

Academic Progress
Attendance
Classroom Performance
Referrals

STUDENT PROGRESS REPORT: Step-by-Step

The ALERT Student Progress Report provides all college credit students with a formal evaluation of their academic progress. Classroom performance, an indication if attendance is a problem, and the need for intervention are optional areas that can also be evaluated. A Student Progress Report scansheet, completed by faculty during the fifth week of the term, generates a Student Progress Report letter which is mailed to every college credit student. This letter provides the student with feedback early in the term so that assistance through various intervention activities, such as Learning Labs, Student Affairs and professor conferences can be pursued by the student.

The step-by-step procedure for the Student Progress Report is as follows:

FALL	WINTER	CROSS	
Sept. 14	Jan. 25	May 21	Faculty receive the Student Progress Report (SPR) scansheets and Student Surveys during the second week of the term.
Sept. 17	Jan. 28	May 27	(Optional) Faculty ask students to complete the Student Survey. This survey may assist in the completion of the SPR scansheet and can also be used in instructional planning.
Sept. 14- Sept. 27	Jan. 25- Feb. 7	May 21- June 4	Faculty complete the SPR scansheets using the following guidelines:

Academic Progress must be evaluated as:

S=Satisfactory (A-C grade) -or-
I=Improvement Needed (D-F grade)

No response for this category will generate a "No evaluation" for the course in the student's SPR letter and will advise the student to see their professor.

The remaining optional categories (listed below) should be evaluated, as applicable, and appropriate referrals should be made.

Attendance can be rated as:

S=Satisfactory -or-
I=Improvement Needed -or-
W=No Show (Administrative Withdrawal)

If "W" is marked, the student is sent a letter advising of the assignment of an AW grade for the course. If no response is made, the student's letter will be left blank in this category.

Classroom Performance
Several classroom behaviors (listed below) may be evaluated as:

S=Satisfactory -or-
I=Improvement Needed

If no response is made, the student's letter will be left blank in this category.

Assignments	Does the student consistently complete homework?
Test Grades	Is the student making satisfactory test grades (A-C)?
Participation	Does the student participate in classroom discussions and activities?
Attention	Is the student attentive in class?
Attitude	Does the student approach learning and class activities with a positive attitude?
Clinical/Lab	How is the student's Clinical/Lab performance?

Referrals
Referrals can be made to Communications, Mathematics or Science Labs in the LAC or to the Office of Student Affairs for Study Skills Instruction or Career Planning. Faculty may also bubble in "See your professor" which would advise the student to make an appointment with them.

Sept. 27	Feb. 7	June 4	**Deadline** Completed SPR scansheets should be turned in to department secretaries who should deliver them to the Registration Coordinator by the deadline given on the scansheet under DATE DUE. If a scansheet is not received by the deadline, the SPR letter will advise the students that they were not evaluated and refer them to their professor if they have any questions.
Sept. 28	Feb. 8	June 5	SPR scansheets are scanned and student SPR letters are generated and mailed by the end of the sixth week of the term.
Oct. 1	Feb. 11	June 10	Faculty receive an SPR Summary which provides a record of the responses marked on the SPR scansheets. This summary report can be used to follow-up with students as needed.
Oct. 8	Feb. 18	June 17	Intervention Activities begin.

ALERT STUDENT PROGRESS REPORT CHECKLIST: FALL 1990

		Date	
☐	Step 1:	Sept. 14	Received Student Progress Report Scansheet.
☐	Step 2:	Sept. 17	Asked students to complete Student Survey (optional).
☐	Step 3:	Sept. 27	Deadline: Completed Student Progress Report Scansheets and turned it into the department secretary.

ALERT STUDENT PROGRESS REPORT CHECKLIST: WINTER 1991

		Date	
☐	Step 1:	Jan. 25	Received Student Progress Report Scansheet.
☐	Step 2:	Jan. 28	Asked students to complete Student Survey (optional).
☐	Step 3:	Feb. 7	Deadline: Completed Student Progress Report Scansheets and turned it into the department secretary.

ALERT STUDENT PROGRESS REPORT CHECKLIST: CROSS TERM 1991

		Date	
☐	Step 1:	May 21	Received Student Progress Report Scansheet.
☐	Step 2:	May 27	Asked students to complete Student Survey (optional).
☐	Step 3:	June 4	Deadline: Completed Student Progress Report Scansheets and turned it into the department secretary.

CALENDAR OF IMPORTANT DATES

FALL TERM 1990

Aug. 23	Classes begin
Sept. 4	**Student Profiles** distributed with Temporary Class Rolls
Sept. 14	Faculty receive Student **Progress Report Scansheets;** Faculty receive **Student Surveys** (optional use)
Sept. 27 Noon	**Deadline** for return of **Student Progress Report Scansheets** to the Campus Registration Office
Oct. 1 (week of)	Students receive **Student Progress Reports** in the mail; Faculty receive **Student Progress Report Summaries**
Oct. 8	Intervention Activities begin
Dec. 14	End of term

WINTER TERM 1991

Jan. 7	Classes begin
Jan. 16	**Student Profiles** distributed with Temporary Class Rolls
Jan. 25	Faculty receive **Student Progress Report Scansheets;** Faculty receive **Student Surveys** (optional use)
Feb. 7 Noon	**Deadline** for return of **Student Progress Report Scansheets** to the Campus Registration Office
Feb. 11 (week of)	Students receive **Student Progress Reports** in the mail; Faculty receive **Student Progress Report Summaries**
Feb. 18	Intervention Activities begin
May 3	End of term

CROSS TERM 1991

May 6	Classes begin
May 15	**Student Profiles** distributed with Permanent Class Rolls for Cross term only
May 21	Faculty receive **Student Progress Report Scansheets**; Faculty receive **Student Surveys** (optional use)
June 4 Noon	**Deadline** for return of **Student Progress Report Scansheets** to the Campus Registration Office
June 10 (week of)	Students receive **Student Progress Reports** in the mail; Faculty receive **Student Progress Report Summaries**
June 17	Intervention Activities begin
Aug. 2	End of term

IN THE WORKS

Supplemental Instruction
Retention Transcript
Learning Style Reports
Intervention Tracking
Touchtone Goals Update
Automatic Intervention Flags
Retention Research Reporting

SUPPLEMENTAL INSTRUCTION

Overview

Supplemental Instruction (SI) is a well-proven retention tool that involves the provision of out-of-class instructional assistance, provided by an instructional assistant selected by the faculty. During the 1990-91 year, the SI program will be implemented on a small scale and involve faculty orientation/training sessions. It is anticipated that the program will be expanded the following year.

SI features include:

* A well designed learning assistance program that can influence retention.

* A shift in emphasis from high risk students to high risk courses.

* The organization of services on an outreach rather than a drop-in basis.

Rationale

* Attrition cannot be addressed adequately by treating only those who show either symptoms or predisposing weaknesses; rather the treatment must be more generalized and addressed at or near itssource.

* Outreach is the term applied because services are offered within the context of selected academic courses and in available classroom space.

* Content specialists who have been approved by the course instructor and trained in learning skills offer the service.

Program Description

Supplemental Instruction is:

* Designed to assist students in mastering course concepts and increase competence in reading, reasoning and study skills.

* Staffed by content specialists (SI Leaders) who attend course lectures, demonstrate proficiency in the subject, and conduct three or four fifty-minute SI sessions.

* Designed to emphasize the interaction between content review activities and procedures that promote thinking and reasoning skills.

ALERT RETENTION TRANSCRIPT

An ALERT Retention Transcript, designed to provide faculty and counselors with up-to-date on-line retention information is being planned and developed. It will provide a summary of retention-related data for each student and a mechanism for updating and tracking student involvement in College services and resources.

This "on-line intervention profile" will include information related to a student's current academic status, enrollment intent, credit hour completion ratio and course placement testing. It will also contain the recommendations from the student's ALERT Orientation Profile, a three term summary of the Student Progress Report (including progress and attendance ratings, faculty comments, referrals and intervention activities), as well as other retention-related data from the students' Advising and Information Survey which is completed prior to enrollment.

LEARNING STYLE REPORTS

During the 1990-91 year, a concerted effort will be made to take the learning style assessment data (which is a part of the Advising and Retention Information sheet) and to establish a mechanism that will allow the generation of narrative learning style reports for students and faculty.

Students will be able to receive an individualized report that will describe their learning preferences, the implications of this information and the importance of developing a balanced approach to learning by developing skills not associated with their preferences.

Faculty will be able to request a learning profile of a given class, detailing the learning preferences of each of the students in that class and providing an overall summary of class characteristics.

Plans call for this component of ALERT to be pilot tested during the spring or Summer Term of 1991. Interested faculty should contact Dr. Gary Harr.

INTERVENTION TRACKING

In the future, there will be the ability to provide faculty with information about their students' follow-through of recommended intervention activities as well as their students' general use of campus resources, such as the Learning Labs and Student Affairs.

The Learning Assistance Centers are in the process of purchasing and installing a bar code system which will track all student activities in the LAC. Plans also include the tracking of students' use of services in Student Affairs, such as Advising/Counseling, Career Planning, and Study Skills Instruction.

Intervention tracking reports will be available to faculty once the system is installed and operational.

TOUCHTONE GOALS UPDATE

ALERT will collect a wide range of student goal information in categories of Academic Goals, Career Preparation Goals, Job Improvement Goals, Social/Cultural Participation Goals and Personal Development Goals. This information will be provided to counselors, advisors, and faculty to assist them in their efforts to guide and advise students.

A touchtone telephone system (using the same technology as the touchtone registration system) to update these goals on a regular basis is currently being investigated. This would help assure that the information provided is as current as possible.

AUTOMATIC INTERVENTION FLAGS

The ALERT system will eventually be able to automatically generate a variety of intervention notices to students, based upon pre-established intervention "flags" or criteria built into the system. It is being designed in such a way that it will be able to detect trends in student performance and bring these trends to the attention of students and intervention agents before such trends become problems that threaten students' academic success. This component of ALERT should be in place for the 1991 Fall Term.

RETENTION RESEARCH and REPORTING

Tracking information collected through all of the ALERT elements will provide the basis for research relating to student retention factors and trends. The data collected will be organized in a way that will allow appropriate management reporting for institution use (as required by newly enacted legislation) as well as individual management needs. The reports that will be generated will provide breakdowns across a range of pre-determined student characteristics that will be useful in institutional planning and development. Special emphasis will be placed upon research data that can be used to guide retention intervention efforts and otherwise improve student success.

NEED MORE INFORMATION?

Questions and Contacts
ALERT Staff
ALERT Pilot Faculty

IF YOU HAVE QUESTIONS ABOUT:	CONTACT:		
Counseling Interventions	Jerry Patterson	(N)	766-6763
	Pat Robison	(K)	387-8311
	Larry Wolford	(S)	646-2424
	Doris Scott	(N)	766-6761
	Richard Wilson	(D)	633-8211
Instructional Interventions	Carolyn Girardeau		387-8163
	Brenda Simmons		387-8392
Forms/Deadlines/Reports	Karen M. Basile		387-8127
Research/Learning Styles/Goals	Gary Harr		387-8320
AW Grade/Student Progress Report	Margaret Griffin		632-3100
Learning Assistance Centers	Judy Johnson		646-2175

ALERT STAFF

Dr. Gary Harr is the head of the Student Affairs Project Development Office responsible for the planning and development of the project.

Ms. Karen Basile (387-8127) is the ALERT Project Coordinator and is responsible for coordinating the overall training and implementation of the project. She is the key contact for questions related to ALERT procedures.

PILOT FACULTY

The following faculty participated in the Winter Term 1990 pilot implementation of ALERT.

Communication Faculty

Downtown Campus
Ms. Delphenia Carter
Ms. Linda Martin
Ms. Careta Russell
Mr. Charles Smires
Ms. Barbara Walters

Kent Campus
Mr. Bob Gentry
Mr. John MacDonald

North Campus
Dr. Mildred Fritts
Ms. Alice Grant
Ms. Patricia Hutchings
Dr. Jon Taylor
Ms. Lavada Haupt

South Campus
Mr. Samuel Jackson
Ms. Carolyn Phanstiel
Ms. Elizabeth Reed
Ms. Jean Shepard

Natural Sciences Faculty

Downtown Campus
Dr. Ker-Fong Lee

South Campus
Mr. John Mullins
Dr. Felicia West

Social & Behavioral Sciences Faculty

Downtown Campus
Dr. Jerry Drum

Kent Campus
Mr. Vincent Jackson
Dr. Wayne Morris
Dr. Reginald Touchton

South Campus
Dr. JoAnn Carpenter
Ms. Anita Morris
Ms. Marcella Washington

Humanities & the Arts Faculty

South Campus
Ms. Debora Dreher
Dr. Marian Tally Brown

Mathematics Faculty

Downtown Campus
Mr. Tony Labello

Kent Campus
Dr. Marlene Kovaly
Ms. Christine Robinson

North Campus
Ms. Marcia Bain

South Campus
Ms. Judith Staver
Ms. Carol White

Comp. & Office Systems & Engineering Technology

Downtown Campus
Mr. John Sumner
Mr. Alexander Thompson
Ms. Zaitoon Zafar

North Campus
Mr. William McTammany

General Business & Industrial Education Faculty

Kent Campus
Mr. Sven Sloth

North Campus
Mr. Albert Wolfson

Consumer & Human Services Faculty

Kent Campus
Ms. Jenny Watson Ohayon

North Campus
Ms. Iona King

South Campus
Mr. William Sheppard

Health Related Services Faculty

North Campus
Ms. Dorothy Godwin
Ms. Ruth Stevens
Ms. Dorothy Williams

CAMPUS DEANS OF STUDENT AFFAIRS

The following deans have been involved in the process of developing and implementing ALERT and can provide general information about the project:

Deans

Jerry Patterson	North Campus
Michael Elam	Kent Campus
Elizabeth Cobb	Downtown Campus
John Farmer	South Campus

EDUCATIONAL PLANNING COORDINATORS

Each campus office of student affairs is staffed by an Educational Planning Coordinator who has a number of special responsibilities. One such responsibility is the operation of counseling intervention component of ALERT. Questions about this component should be addressed to:

EPC's

Pat Robison	Kent Campus
Doris Scott	North Campus
Richard Wilson	Downtown Campus
Larry Wolford	South Campus

COMPUTER SYSTEMS DEVELOPMENT

Many thanks to Pat Minyard and Jack Myers for their work as the computer systems development team for ALERT.